

Spring Branch Independent School District
Spring Shadows Elementary School
2016-2017 Campus Improvement Plan



Comprehensive Needs Assessment

Demographics

Demographics Summary

Spring Shadows Elementary is located near the intersection of Kempwood Street and Campbell Road in Houston, Texas. The majority of our children come from two mega complexes; Waterford Place and Miami Gardens.

Spring Shadows is moderate in size. Our daily enrollment fluctuates between 730 and 760 students. We are culturally diverse serving a population that is 86% Hispanic, 8% African American, 4% White and 2% other. We currently serve 560 students (77%) who meet at-risk criteria. Approximately 58.4 % of our children are English Language Learners (ELL) and 84% are categorized as economically disadvantaged. Our mobility rate was most recently recorded at 30%.

Demographics Strengths

Multiple Languages:

Our student population brings two primary languages to the school: English and Spanish. Approximately 53% of our students are enrolled in our bilingual program and will leave Spring Shadows reading, writing and speaking both English and Spanish.

While Spanish is the majority language (58.4%), we have enough English speakers among the students and staff to provide for appropriate models and opportunities for English language learning. Last year we were able to create mixed language learning communities and all students benefitted.

Demographics Needs

Two areas challenge us at Spring Shadows: attendance and mobility.

We have worked hard to increase our attendance rate. We celebrate students with perfect attendance at each nine week awards ceremony. The students received a dog tag, a food coupon and a round of applause of the the audience. Each month, we recognize a student with perfect attendance from each grade level. These students are celebrated on the announcements, have their picture made with the principal and receive a small reward. For students violating the district attendance expectations, we meet with the parents to make an Attendance Improvement Plan. If students continue with unacceptable attendance, a disciplinary measure is put in place.

Mobility has also been a challenge, particularly in in our mainstream classrooms. At 30%, students are consistently entering and exiting. We will need to address this in two ways: welcoming and accilimating our new students while not disrupting current practices and not allowing gaps in new students learning AND by building a school climate where parents are motivated to stay because it benefits their childrent to be at SSE. Things to consider include: What are our welcoming procedures? How will we pull students into daily routines without stopping others' learning? What will we do to bridge student gaps coming from other districts? how will we include students and parents to makes Spring Shadows their school...student artwork, student responsibilities, parent roles on campus?

Student Achievement

Student Achievement Summary

Met Standard- 2016 Accountability Measure

INDEX 1 SAFEGUARD SCORES

Index 1	SAFEGUARD SCORES 2015-2016								
60-Target	All	AA	Hisp	White	Asian	Two or More	Econ Disadv	SPED	ELL
Reading	67%	65%	67%	73%			64%	50%	70%
Math	71%	80%	70%	91%			68%	57%	73%
Writing	69%		69%				67%		70%
Science	63%	75%	63%				60%	50%	68%

Index 2: Weighted Progress

INDEX 2 WEIGHTED PROGRESS

Index 2	STAAR WEIGHTED PROGRESS RATE						
32- TARGET	2015 - 2016						
Reading	All	Hisp	White	AA	Asian	ELL	
% Met/Exceeded Progress	65%	63%		71%		65%	
% Exceeded Progress	19%	16%		36%		19%	
Math	All	Hisp	White	AA	Asian	ELL	
% Met or Exceeded Progress	70%	70%				69%	

We have demonstrated a noteworthy area of improvement in the following areas:

*4th grade writing

*Math across the board

*ELL reading, math, and writing

Student Achievement Needs

The area that demonstrates the highest needs are

*Science

*SPED in all subjects

*We would like to increase the # of students demonstrating growth in all indicators.

School Culture and Climate

School Culture and Climate Summary

The **Organizational Health Inventory (OHI)** for 2015-2016 indicated a campus health index of 453, which is Below Average over all. The OHI measures five dimensions of a healthy school and those dimensions are used to compute overall health index that can be used to compare among other schools in the sample. Below are the five subsets with the scoring next to them.

Teacher Affiliation: Subset Score of 418, which was lower than 84% of the schools in the sample. This subset refers to a sense of friendliness and strong affiliation with the school. Teachers feel good about each other and, at the same time, have a sense of accomplishment from their jobs. They are committed to both their students and their colleagues. They find ways to accommodate to the routine, accomplishing their jobs with enthusiasm.

Resource Influence: Subset score of 291 is lower than 97% of the schools in the sample. This subset refers to the principal's ability to affect the action of superiors to the benefit of teachers. Teachers are given adequate classroom supplies, and extra instructional materials and supplies are easily obtained.

Institutional Integrity: Subset score of 566 is average. This subset describes a school that has integrity in its educational program. The school is not vulnerable to narrow, vested interests of community groups; indeed, teachers are protected from unreasonable community and parental demands. The school is able to cope successfully with destructive outside forces.

Collegial Leadership: Subset score 510 is average. This subset refers to behaviors by the principal that is friendly, supportive, open, and guided norms of equality. At the same time, however the principal set the tone for high performance by letting people know what is expected of them.

Academic Emphasis: Subset score 380 is lower than 97% of the schools in the sample. This subset refers to the school's press for achievement. The expectation of high achievement is met by students who work hard, are cooperative, seek extra work, and respect other students who get good grades.

School Culture and Climate Strengths

According to our OHI, we scored average in two subsets: Institutional Integrity and Collegial Leadership. Within our Institutional Integrity, teachers felt that the school is sometimes vulnerable to outside pressures, teachers feel pressure from community, the school is open to the whims of the public. As far as collegial leadership, teachers feel that sometimes the principal lets faculty know of what is expected of them, conducted meaningful evaluations, and maintains definite standards of performance.

School Culture and Climate Needs

Spring Shadows Elementary will work on three distinct areas for 2016-2017. The first consists of the following:

Teacher Affiliation, in which teachers felt they sometimes exhibit friendliness to each other, express pride in their school, identify with their school, demonstrate a feeling of trust and confidence amongst all staff members. Teachers did say that they often show commitment to their students.

Resource Affiliation, in which teachers felt that they sometimes receive requested materials, are provided with adequate materials, or are given available supplementary materials for classroom use.

Academic Emphasis was referred by teachers as students rarely trying to improve on previous work, students sometimes neglecting to complete homework, students respecting others who get good grades, and students respecting others who get good grades.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Spring Shadows will reduce to an instructional staff of fifty-seven teachers, specialists and instructional assistants next year. Seventy-one percent (71%) of these employees currently work at Spring Shadows and will return. That means twenty-nine percent will be new to Spring Shadows. Five of these staff members will be new to teaching, three staff members will be new to Spring Branch ISD, and five will be new to Spring Shadows. Internally, two teachers will be working in new grade levels in the fall.

Staff Quality, Recruitment, and Retention Strengths

In our hiring process, Spring Shadows was able to screen, interview and offer contracts to previously experienced and novice teachers.

Staff Quality, Recruitment, and Retention Needs

With the new staff on board, we will need to strengthen Professional Learning Communities so that staff resources, needs, and professional development are available for all staff members.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum: Our school currently follows the districts online curriculum planning and timeline. Our foundations emphasis the following:

ELAR: Balanced Literacy, Reader's Workshop, and CCP.

Math: Math in Focus, Model Drawing, TEKS alignment

Writing: CCP

Science: STEMScopes, UH STEPUP program

Instruction: Time was used in PLCs on a 6 day rotation from 7:45 - 8:30 for teachers to meet and plan, write common assessments or attend professional development. Teachers utilized the district curriculum for planning and met with the I-Coach. Teachers also created their own checkpoints/quizzes. In addition, teachers utilized and maintained a consistent master schedule with their academic time.

As far as the OWDL program, teachers follow a progression of time increased at every grade level and use district approved material in language of instruction to assist students transition so that most students are able to access English curriculum by 5th grade.

Assessment: This past year, we initiated more fall checkpoints following the math in focus checkpoint timeline, as well as following the district released checkpoints. More data was gathered on how well students were faring in subjects.

Curriculum, Instruction, and Assessment Strengths

Curriculum: The strengths at SSE consist of our teachers being able to access the curriculum online and make determinations of good literacy based foundational skills to target to assist our student's individual needs.

Instruction: Teachers use time effeciently within their school day to ensure that they are keeping on track with their road maps and students are mastering certain skills.

Curriculum, Instruction, and Assessment Needs

Curriculum: Our new curriculum has shifted to Itslearning platform, teachers are learning to navigate the system and acquire their information for planning purposes. This provides an opportunity for SSE to revisit planning, professional development, and common assessments.

Instruction: Teachers will most likely need to provide ample time for planning to go deep vs. wide. The prioritized standards ensure that we can go deep on tested materials. Teachers must follow the district resources provided prior to attaining outside resources as these resources have been vetted to ensure alignment. Teachers may need to review formative assessments more deeply to move to the next step in instructional design. Based on this, we will provide Data Wise as a key component to establish our planning, instruction, and assessment cycle into the the daily routine.

Family and Community Involvement

Family and Community Involvement Summary

Spring Shadows Elementary prides itself in having robust family and community involvement. Each year we schedule the following events: Meet and Greet, Open House, Fall Carnival, Field Day, 4 Children Museum Nights, and 3 Student Performances (Fine Arts) to engage families in our school. In addition, parents are free to have lunch with their children twice a week, any day of the week.

Family and Community Involvement Strengths

Our families are very involved in their children's education through participation in school functions.

-PTA involved in school.

-Parents involved in C-SHAC

-Parents involved in Fall Carnival & Field Day

Family and Community Involvement Needs

Ongoing family and community needs involve the following:

-Parent Educational Opportunities

-Increased Awareness of Local & School Policies

-Increased Involvement in Literacy events for their child.

School Context and Organization

School Context and Organization Summary

Our school context and organization is currently serving a high mobility low socio-economic community. Our organization is invested in incorporating the three big rocks for the next two years to improve the following:

- 1) Culture and Climate
- 2) Personalization
- 3) ELLs

School Context and Organization Strengths

To address the following strengths for each core area:

- 1) Culture and Climate
- 2) Personalization
- 3) ELLs

School Context and Organization Needs

- 1) Culture and Climate
- 2) Personalization

3) ELLs

Technology

Technology Summary

Our current technology services on campus are at the implementation stage. K-2nd recieved a technology refresh last year including ipads and chrome books. A blended learning cadre has been established to focus on the expenditure of technology funds as well as implement blended learning opportunities throughout the campus.

Technology Strengths

- Students in 2nd-5th are producing projects and have blended opportunities.
- Studens in K-5th are able to use and engae in technology through IPADS, Activeboards, and I-Touches.
- Students in 3rd-5th are using google drive to produce work aligned with curriculum.

Technology Needs

- Add new technology through Blended Learning Cadre
- Update/repair old technology or surplus.
- Inventory technology in a yearly fashion.
- Facilitate blended learning opportunities and learning pathways for teachers.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

- Action research results

Goals

Goal 1: Spring Branch ISD believes that a great school system builds on the strengths and gifts of every child.

Performance Objective 1: For 2016-2017, 50% of all our K-5 students will score advanced development on end of year DRA and demonstration of one year's growth on all reading and writing local and state exams.

Evaluation Data Source(s) 1: Spring Shadows Elementary will utilize campus surveys, STAAR data, NRT data, TELPAS data and EOY assessments to evaluate our campus improvement for academic achievement.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Professional Collaboration: Grade Level Teams - Grade level teams will meet twice weekly to study district expectations, assess student progress in relationship to the expectations, and design effective lessons and assessment according to student needs.</p> <p>Each grade level team will have an extra hour of extended planning every other week for one hour.</p> <p>Professional Learning Communities - Grade level teams will meet every week on Thursdays to participate in grade specific professional development and professional conversations.</p> <p>Vertical Teams - Multi-grade teams will meet once a month to study, reflect, collaborate and problem-solve needs for campus curricular programs.</p> <p>Work in cross grade level teams to analyze test questions from the released STAAR test. Once in the fall and once in the Spring- teams will work together to identify areas of focus accordingly to current needs assessments.</p>	<p>1, 4, 9</p>	<p>Administrators Instructional Coach Instructional Leadership Team Team Leaders Kinder - 5th Grade Teachers Team Leader</p>	<p>Walkthrough's Lesson Plans ILT minutes District Assessments</p>			
<p>Funding Sources: 211 - Title I, Part A - \$60,381.00</p>						

<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Language Arts: Maintain two full-time Instructional Specialists to work with both teachers and students. The specialists will consult, model and assist as needed with new or struggling teachers. In addition, the specialists will supplement classroom instruction for students working below grade level.</p> <p>Ensure small group instruction in the form of guided reading and/or literacy circles in all classrooms K-5.</p> <p>Dedicate 15 minutes, 3 days /week for an above level read aloud to develop comprehension & vocabulary.</p> <p>Purchase professional books to support language arts professional development.</p> <p>Purchase student literature manipulatives and support.</p>	1, 3, 4, 8	Campus Administrators Instructional Coach Intervention Specialists Language Arts Vertical Team Team Leaders	DRA/EDL (Fall and Mid year) District Assessments Progress Reports Report Cards Lesson plans Walkthroughs			
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Personalization: Continued professional development to increase student talk and decrease teacher talk (i.e. promote Academic Conversations using higher rigor).</p> <p>Ongoing integration of blended learning design in at least two areas of content which includes inquiry, technology and presentation. At least one project per subject chosen each 9 weeks.</p> <p>Continue to purchase books and periodicals which support student inquiry</p>	1, 3, 4, 8	Administrators Instructional Coach Team Leaders K-5th Grade Teachers	End of Year District Assessments STAAR Results NRT Results Team Minutes Lesson Plans			
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Goal 1: Spring Branch ISD believes that a great school system builds on the strengths and gifts of every child.

Performance Objective 2: By 2017, 70% of all 3-5th grade students will pass the STAAR Math.

Evaluation Data Source(s) 2: Spring Shadows Elementary will utilize campus surveys, STAAR data, NRT data, and EOY assessments to evaluate our campus improvement for academic achievement.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar

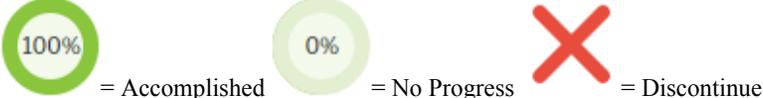
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Maintain full-time Instructional Specialist to work with both teachers and students.</p> <p>The specialist will consult, model and assist as needed with new or struggling teachers. In addition, the specialist will supplement classroom instruction for students working below grade level.</p> <p>Ensure students collaborate with problem solving situations using district resources and materials in all classrooms K-5.</p> <p>Send staff members to the math curriculum roll-outs each 9 weeks.</p> <p>Provide support for Math in Focus implementation.</p> <p>Provide refresher training to classroom teachers for the implementation of Think through Math.</p> <p>Purchase professional books to support staff development in the area of math.</p> <p>Purchase student manipulatives and support materials to enhance student achievement in the area of mathematics.</p> <p>Enroll students not meeting expectations in 3-5th in afterschool University classes.</p>	1, 4, 9	Administrators Instructional Coach Rigor and Relevance Cadre Team Leaders Kinder - 5th Grade Teachers Team Leader	Walkthrough's Lesson Plans Cadre Minutes District Assessments			
<p>Funding Sources: 211 - Title I, Part A - \$67,437.00</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 1: Spring Branch ISD believes that a great school system builds on the strengths and gifts of every child.

Performance Objective 3: By 2017, STAAR Science scores will improve from 69% to 75%.

Evaluation Data Source(s) 3: Spring Shadows Elementary will utilize campus surveys, STAAR data, NRT data, and EOY assessments to evaluate our campus improvement for academic achievement.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Ensure small group instruction in all classrooms K-5 to allow for concept refinement.</p> <p>Provide ongoing support for Stem Scopes curriculum.</p> <p>Integrate nonfiction science literature in the language arts block.</p> <p>Purchase professional books to support staff development in the area of science.</p> <p>Emphasize strategies that assist students in bridging hands-on science experiences and paper/pencil representations.</p> <p>Purchase student literature, manipulatives, and support materials to enhance student achievement in the area of Science, Math, Reading. Providing student intervention, there's parent knowledge of student curriculum and progress, such has progress and report cards, homework folders, paper,poster board, pencil, math, science, and reading manipulatives</p>	1, 3, 4, 8	Campus Administrators Instructional Coach Intervention Specialists Science Vertical Team Team Leaders	DRA/EDL (Fall and Mid year) District Assessments Progress Reports Report Cards Lesson plans Walkthroughs Requisitions			
Funding Sources: 211 - Title I, Part A - \$5,000.00						
						

Goal 1: Spring Branch ISD believes that a great school system builds on the strengths and gifts of every child.

Performance Objective 4: Our ELL population will increase their overall STAAR passing rates from 70% to 75% by 2017.

Evaluation Data Source(s) 4: Spring Shadows Elementary will utilize STAAR data, TELPAS data and EOY assessments to evaluate our campus improvement for academic achievement.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Maintain 1 ELL/Reading Instructional Specialist.</p> <p>Participate in American Institute of Research (AIR) and implement strategies.</p> <p>Provide continued feedback on the "working environment" of each of our One Way Dual Language classrooms.</p> <p>Provide continued professional development with an emphasis on effectively utilizing language of the day.</p> <p>Provide professional development on de-emphasizing decoding as the primary tool for problem-solving unknown words.</p> <p>Use an accelerated reading approach to build reading proficiency in L2 (students work no more than two levels below the defined grade level expectation).</p> <p>Continue to purchase student literature in order to implement changes in OWDL new program design.</p> <p>Determine clear bilingual program for SSE following district guidelines.</p>	2, 3, 4	Campus Administrators ESOL Consulting Teacher Bilingual Teachers iCoach Team, Leaders	Walk-throughs ARLA's Progress reports Report Cards District Assessments			
<p>Funding Sources: 211 - Title I, Part A - \$8,000.00</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 2: Spring Branch ISD believes that a great school system provides students from poverty the same opportunities for success after high school as students from non-poverty homes.

Performance Objective 1: Spring Shadows Elementary will monitor the on-going progress of each individual student and provide appropriate academic and social-emotional supports to ensure post-secondary success for all.

Evaluation Data Source(s) 1: Spring Shadows Elementary will evaluate the on-going progress of each individual student through the end of year assessment results (STAAR, STANFORD/APRENDA, TELPAS, DRA, etc.) as well as, promotion/retention rates, discipline referrals, behavioral consults, and stakeholder input (student, parents, and staff).

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Monitoring Student Success: Data Conferences - After each district benchmark, grade level teams will meet to dis aggregate data, identify grade level /class strengths and needs, and establish a plan of action (grades 1-5).</p> <p>NCLB Conferences - In October, November/December and February, individual teachers and administrators will meet to discuss the academic and social emotional progress of EACH child. At this conference, referrals for tutoring, mentoring, counseling, enrichment, SSC, attendance, etc. are established.</p> <p>RTI Conferences - the SSC Facilitator and an administrator will meet with individual teachers to create individualized success plans for students struggling academically or social emotionally.</p>	1, 7, 8	<p>Campus Administrators Instruct. Leadership Tm. Classroom Teachers SPED staff</p>	<p>Agendas Minutes Calendar Dates Fall/Mid-Year District Assessments Fall/Mid-Year DRA/EDL RTI Conference Log</p>			

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 4</p> <p>2) Academic Student Support: Increased Classroom Support - Students falling below grade level expectations or below personal capacity will be designated as requiring in class support at NCLB Conferences.</p> <p>Accommodations made for these students will include increased small group instruction, frequent monitoring, possible rewards system, etc. After School Academic Assistance (Grades 2-5)</p> <p>Students consistently falling below grade level expectations or below personal capacity will be invited to participate in our after school academic assistance program.</p> <p>Teachers will use this additional time to provide small group instruction based on student data.</p> <p>Pull -out Academic Assistance(Grades K-5th) - Students who cannot attend our After school program but who consistently fall below grade level expectations or below personal capacity will receive small group intervention by one of our instructional specialists.</p> <p>United Way - Students in second grade consistently falling below grade level expectations will be invited to participate in a specialized one on one literacy program provided by corporate volunteers and coordinated by United Way.</p>	<p>1, 3, 8, 10</p>	<p>0Campus Administrators iCoach Instructional specialists Afterschool Coordinator Classroom Teachers Liaisons</p>	<p>DRA/EDL (Fall and Mid year) District Assessments Progress Reports Report Cards Lesson plans Walkthroughs Requisitions</p>			
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<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>3) Social Emotional Student Support: Learning Together - Students in 3rd and 5th grade who are in need of an academic and/or social emotional boost are invited to participate in Learning Together. Learning Together uses the power of peer relationships to motivate students, teach leadership and provide direct instruction to help struggling tutees and tutors.</p> <p>Mentors - Students previously paired with a mentor will continue with this relationship. These mentor come once a week to share a lunch, talk school, celebrate students successes and provide academic support as needed.</p> <p>CIS/Counselor Lunch Bunches - Students with perceived barriers such as open CPS cases, divorced parents, incarcerated family members, etc. will be invited to participate in Lunch Bunches with the Counselor or CIS staff member. These lunches will provide an outlet, a peer group and an opportunity to problem-solve strategies to overcome such barriers.</p> <p>Private Counseling/Counseling Groups - During NCLB conferences, teachers and administrators will work together to identify students that may need additional support.</p>	<p>8, 10</p>	<p>Campus Administrators CIS Counselor Learning Together Liaisons United Way Social Emotional Care</p>	<p>Parent, teacher and student referrals CIS/Counselor Schedules Anecdotal records (NCLB) Fall and Mid-Year District Assessment</p>			
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<p align="center">Critical Success Factors CSF 6</p> <p>4) Parent Support: Provide a variety of parent sessions which increase parent knowledge of the student's curriculum. Meetings to include: *Open House *Literacy Night (Children's Museum "Raising Readers Too"-Fall Carnival) *Math Night- (Children's Museum-Spring) *Technology Day (Open to Public for Viewing Assigned Times) *Science Fair Day (Open to Public for Viewing Assigned Times) *STAAR Night *Kinder Round-Up *5th /6th Transition Meetings *Meet the Administrators and Teacher's *Coffee with the Principal (Muffins for Mom/ Doughnuts for Dads).</p> <p>Provide a variety of academic and nonacademic celebrations to boost the family climate as Spring Shadows. Celebrations to include: *Open house *Holiday sing-along *Grade level music performances *Holidays Around the World through Children's Museum *Go Western Day *Kinder and Fifth Grade Graduations *Parent Thanksgiving Luncheon *9 wk Academic Celebrations * Children's Museum Nights *October 31st- Book Character Parade (K-2)</p>	6	Campus Administrators Vertical teams CIS Staff	2015 Parent Surveys climate Flyers Agendas			
<p>Funding Sources: 211 - Title I, Part A - \$2,737.00</p>						
<p align="center">  = Accomplished  = No Progress  = Discontinue </p>						

Goal 3: Spring Branch ISD believes that a great school system instills in every student the belief that they can achieve more than they think possible.

Performance Objective 1: Spring Shadows Elementary will stretch students' understanding of self by providing tutoring opportunities during and after the traditional school day.

Evaluation Data Source(s) 1: Spring Shadows Elementary will evaluate programs at the end of the year through attendance rates, end of year assessment results, and parent involvement.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 6</p> <p>1) Study Trips: Each grade level will participate in at least two study trips connected with SBISD curriculum which provide an experience that could not happen in the classroom.</p> <p>The health fitness teacher will coordinate at least three elective field trips for students interested in viewing outside sporting events (district games, college games, etc.)</p> <p>All study trips should anchor on ensuring future possibilities for learning and vocation for the learner. The trips should provide opportunity to empower to own their future. Examples of trips can include: Local Museums and Learning Venues Texas Parks and Recreational Areas Arboretums and Zoos Universities and colleges Local and State Government Agencies Geographical Points of Interest Historical Points of Interest</p>	10	<p>Campus Administrators Team leaders health fitness Instructor</p>	<p>Travel Planning Sheet Lesson plans</p>			
<p>Funding Sources: 211 - Title I, Part A - \$4,500.00</p>						

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>2) Continue to provide an After School Program to include academic assistance (tutoring and homework help) as well as enrichment activities such as team sports.</p>	<p>1, 2, 9</p>	<p>Campus Administrators University & Adventure Club Coordinator Teachers</p>	<p>Parent, teacher, student referrals Fall & Mid-Year District Benchmarks 2016 STAAR Data</p>			
<p>University Classes will aim to target 3-5th grade in Reading and Math to accelerate learning and demonstrate growth.</p> <p>Adventure Classes aims to target 2-5th grade students with the opportunity to have enrichment like classes for exploring new possibilities.</p> <p>Hooves for Hearts will serve 50-60 students from 1st-5th that are based on teacher referrals targeting on social skills. This class is a horse riding enrichment class once a week for 2 hours.</p>	<p>Funding Sources: 211 - Title I, Part A - \$20,000.00</p>					

<p align="center">Critical Success Factors CSF 6</p> <p>3) Celebrating Student Success: Highlight student talents and accomplishments at quarterly Recognition Ceremonies.</p> <p>*Principal's Award (Leadership) *Wildcat Award (Character) *Academic Honor Rolls *Attendance *Raz-Kids Highlight student who receives all A's & B's all year at the annual Bike Ceremony. Highlight a student who exemplifies character by participating in the district Character without Question Ceremony.</p> <p>Wildcats Best of Show Highlight student characters and behavior accomplishments once a month.</p> <p>Monthly Perfect Attendance Awards All perfect attendance are automatically entered to be in a monthly raffle that will highlight 2 students per grade level on the first week of the month.</p>	2	Campus Administrator Recognition Committee Counselor/Behavior Interventionist ADA Classroom Teachers	Report Cards Anecdotal Records Master Calendar Daily Attendance			
Funding Sources: 199 - General Fund - \$0.00						
<p align="center">Critical Success Factors CSF 6</p> <p>4) Fine Arts: Provide students the opportunity to participate in fine arts performances on and off campus to explore non academic avenues. Activities to include SBISD Choir Festival, grade level music performances, Field Day, and community and district track meets.</p> <p>Examples of field trips: *Carnival Tickets (Rodeo Houston) *Astros Baseball Games *Rockets Tickets *High school games *College Games (HBU, Rice, UH)</p>		Campus Administrators Fine Arts Team Classroom Teachers	Master Calendar Scheduled Call-outs Travel planning Sheets CatTracks Call-out Log Parent Sign-ins Student Award Rosters			
Funding Sources: 865 - Student Activity Fund - \$0.00						

<p align="center">Critical Success Factors CSF 6</p> <p>5) Leadership Opportunities: Provide students opportunities to build leadership skills through activities such as: Safety Patrols, Student Council, Buddy Readers and Morning Announcements.</p>	2	Campus Administrators Counselor Music Teacher Intervention Specialist	NCLB Referrals Teacher Referrals Fall & Mid-Yr DRA/EDL Data Membership Rosters Schedules EOY DRA/EDL Data			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 4: Spring Branch ISD believes that a great school system assures that every adult in the system is committed to the successful completion of some form of higher education for every child.

Performance Objective 1: Spring Shadows Elementary will provide a variety of experiences to ensure that 100% of our stakeholders make T-2-4 part of the daily climate at Spring Shadows.

Evaluation Data Source(s) 1: Spring Shadows Elementary will include the T-2-4 goal as a primary goal throughout all stakeholder communication, such as Cat Tracks, call-outs, lesson plans, and presentations.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p align="center">Critical Success Factors CSF 6</p> <p>1) Climate: University Logos -Each staff member will post a symbol of the university they attended above their classroom door. This could be a pennant, t-shirt, school seal, bumper sticker, etc.</p> <p>University T-shirt Day - Every Wednesday of every month, staff members will wear t-shirts with university logos on them.</p> <p>Hang posters throughout the school showing our school mascot in popular university t-shirts.</p>	2	Campus Administrators Classroom Teachers- Teacher Highlights realities	Master Calendar Scheduled call-outs Cat Tracks Calendar Call-out log			
<p align="center">Critical Success Factors CSF 6</p> <p>2) Career Exploration: Students will have the opportunity to explore different careers through the following experiences: *Provide Junior Achievement as a cross bridge for career exploration for K-5th. *Study Trips *Career Exploration Week in which students explore a venue of careers and investigate career paths toward that career.</p>	2	Campus Administrators Community Members Counselor Teachers	Lesson Plans Master Calendar Photograph Journal of Student Projects/Activities for the day/week.			

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>3) Parent Training for Post Secondary Success: Provide a parent information session to assist with secondary course selection and graduation requirements. Provide a parent session on financial planning for post secondary success. Invite a former student of Spring Shadows to speak about their post secondary experience at Family Library Night and 5th grade graduation.</p>	2	Campus Administrator Counselor CIS ACE Coordinator	Sign ins 5th grade student course selections (% academic and pre-ap)			
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 = Accomplished
  = No Progress
  = Discontinue

Goal 5: To remain in compliance with Federal and State law.

Performance Objective 1: To remain in compliance with Federal and State law, the campus will implement the following strategies

Evaluation Data Source(s) 1: All strategies will be implemented.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Conduct annual program evaluation (CATE, SCE G/T, LEP,) utilizing student performance data derived from special populations for the purpose of program review and revision. (List programs to be evaluated. Include all programs receiving state or federal funds.) One Way Dual Language Program/ESOL Gifted and Talented Special Education After School Program	1, 2, 10	Administrators Instructional Leadership Team CIT Members	OWDL Walk-throughs ARLA's ELAR's GT Progress Reports District Benchmarks Progress Reports TELPAS Data STAAR Dat			

<p style="text-align: center;">Critical Success Factors CSF 2</p> <p>2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards.</p> <p>(Describe your campus program for developing, strengthening, accelerating, and monitoring reading instruction.)</p> <p>The following provisions will be put into place to strengthen the literacy program at Spring Shadows: *Teachers will maintain a data binder and use it for grade level data disaggregation meetings, team planning, and individual student monitoring.</p> <p>All teachers kinder -5th will implement small group instruction (guided reading and/or literature circles) on a daily basis. Written plans required. Utilizing Fountas and Pinnel prompting guides at the guided reading table.</p>	<p>1, 2</p>	<p>Administrators Instructional Coach Intervention Specialists Grade level Teams</p>	<p>Running Records Mid year Reading Levels Anecdotal Records Assessment Wall District Benchmarks EOY DRA data STAAR Data NRT Data</p>			
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<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2</p> <p>3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified.</p> <p>(Provide specific information about the remediation and monitoring of SSI students on your campus.)</p> <p>Compile a list of students below expectations on 2014 STAAR in August, and write ARI and AMI plans for individual students.</p> <p>Hold No Child Left Behind Meetings three times each year to discuss each individual students and their progress according to the alignment of the following markers:</p> <ul style="list-style-type: none"> *Classroom grades *Benchmark scores *DRA/EDL Scores *NRT Results *STAAR Results *Anecdotal records <p>Dedicate 3 days each month for Response to Instruction SSC meetings.</p>	<p>1, 2, 8, 10</p>	<p>Administrators Instructional Coach Intervention Specialists Classroom Teachers SPED Teachers ACE Coordinator</p>	<p>RTI Monitoring Log NCLB Notes District Benchmarks Mid Year Rd. Assess Progress Reports STAAR Data NRT Data EOY DRA/EDL RTI Database Promotion/Retention Data Report Cards</p>			
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<p style="text-align: center;">Critical Success Factors CSF 4 CSF 7</p> <p>4) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR).</p> <p>Technology PD K-2nd Refresh Technology in the fall. K-2nd Refresh PD in the spring. ISTE Conference in Denver in June.</p> <p>Participate in mentor-mentee program. Continue to provide support for new teachers through the induction program.</p> <p>Involve staff in recruiting and interviewing highly-qualified applicants. -Staff members assist admin in recruitment at UH and Meet and Greet.</p> <p>Purchase appropriate hardware, software, apps, and licenses to support classroom integration. (Raz-Kids)</p>	<p>1, 10</p>	<p>Administrators Instructional Coach ActivBoard Liaison Technology Team</p>	<p>2012 Implementation Survey Lesson Plans 2013 Implementation Survey STAR Report Campus Survey</p>			
<p>Funding Sources: 211 - Title I, Part A - \$12,805.00</p>						

<p style="text-align: center;">Critical Success Factors CSF 5 CSF 6</p> <p>5) Promote parent and community involvement in drug and violence prevention programs/ activities. (Provide specific information about the activities on your campus.)</p> <p>Students will participate in Red Ribbon Week, a week dedicated to awareness and developing strategies to counteract drugs and violence in the community. The counselor will provide classroom lessons regarding peer pressure, bullying, and healthy choices.</p> <p>The counselor and CIS representative will build bridges through home visits. The principal in residence will provide 2 Title I meetings during the year during a family parent night.</p>	<p style="text-align: center;">6</p>	<p>Administrators SDFCS Campus Facilitator Counselor CIS</p>	<p>Parent, teacher, and student referrals Lesson Plans Promotion/Retention Data Discipline (PEIMS) Campus Survey</p>			
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<p style="text-align: center;">Critical Success Factors CSF 6</p> <p>6) Provide professional development based on level of expertise and need in the following areas:</p> <ul style="list-style-type: none"> * Bullying Prevention * Violence/conflict resolution * Recent drug use trends * Resiliency/Developmental Assets * Prevention Curriculum training * No Place for Hate * CSHAC * CARES * SEL * Developmental Assets * Love & Logic * CHAMPS * Zones of Regulation or Boystown <p>(Using this list, select those that apply to your campus and describe how they are implemented.)</p> <p>Bullying Prevention - Model for teachers and students during classroom counseling lessons.</p> <p>Violence/Conflict Resolution - Model for teachers and students during classroom counseling lessons.</p> <p>No Place for Hate - The counselor will work with the committee to design and implement at least three activities which address needs indicated in our campus survey.</p> <p>CSHACS - The nurse will work with the committee to design and implement at least three activities which address needs indicated in our campus survey (health fair, wellness screenings, Biggest Loser, etc.)</p> <p>Love and Logic - The counselor will continue to provide ongoing training to staff.</p> <p>Our ACE coordinator will coordinate evening trainings for parents.</p>	4	Administrators SDFCS Campus Facilitator Counselor CIS	CIS Referrals Counselor Referrals Discipline Referrals Lesson Plans Master Calendar Sign-ins Campus Survey Discipline Data (PEIMS)			
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<p align="center">Critical Success Factors CSF 1</p> <p>7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities.</p> <p>Evaluate campus LRE ratio. (Describe what is being done on your campus to promote or increase inclusion.) SPED staff will work with administration to create a schedule that allows for inclusion during small group instructional times.</p> <p>SPED staff will attend district level training on differentiation</p>	4	Principal Diagnostician SPED Staff	Log Tracking Entries required LRE Campus Ratio LRE Campus Ration Annual Report EOY assessments DRA Data STAAR Data			
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.</p> <p>How accurately did ARD committee recommendations predict and guide student achievement on state assessments?</p> <p>(Describe how you will improve this process on your campus this year.) SPED staff will meet each nine weeks with administrators for NCLB conferences to monitor the progress made by each SPED student. Students not making adequate gains will be brought back to staffing/ARD.</p> <p>Review schedules to be sure that SPED services are supplementing and not supplanting classroom instruction. Review IEP's to be sure the rigor of each plan allows for accelerated growth.</p>	1, 2, 9	Administrators Diagnostician LEAD SPED Teacher	Fall District Assessment SPED Meeting Agendas Annual analysis of campus SPED students' STAAR results with respect to the percentage of students participating in each testing program and those mastering the test.			

<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.</p> <p>(What is your campus plan and timeline to meet this expectation.)</p> <p>Provide ARD training to all staff members during a fall faculty meeting. Maintain a database of all students to monitor referral, testing, ARD, and implementation timelines.</p> <p>Monitor students ongoing development an bimonthly RTI conferences.</p>	4	Administrators Diagnostician SPED Team STAT Coordinator	Comparison Report of 2013-2014 and 2014-2015 referrals (number of referrals, % of Q's vs. DNQ's, timeline or referrals).			
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<p align="center">Critical Success Factors CSF 1</p> <p>10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEP Intervention Specialist</p>	1, 4, 8	Administrators Instructional Leadership Tm Classroom Teachers ACE Coordinator	Running Records Fall and Mid Year Reading Levels Anecdotal Records Assessment Wall ARLA's District Benchmarks STAAR Data NRT Data TELPAS Data EOY District Assess. EOY DRA/EDL Data			
<p>(Describe how iCoaches and other support staff are being used on your campus to meet this expectation.)</p> <p>Individual NCLB Conferences will allow the ILT to monitor individual and group performances.</p> <p>The ILT will meet weekly to reflect on the above data and address student and teacher needs.</p> <p>The iCoach will use the professional block rotation to engage teachers in professional development and/or professional reflections/ conversations based on student data.</p> <p>Results of these conversations will allow her to choose classrooms in which to model, provide feedback and coach.</p> <p>Our intervention specialists will provide push-in or pull-out based on student data.</p> <p>Funding Sources: 199 - General Fund: SCE (At-Risk) - \$7,930.00</p>						

<p align="center">Critical Success Factors CSF 1</p> <p>11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)</p> <p>Materials include: manipulatives, literacy materials, STAAR support, bilingual material After-school extended day Summer School Computer assisted instruction includes: Compass, Larsens Math, Fast Math,etc...</p> <p>(Identify the materials appropriate to your campus from the list that can be used to meet this expectation. Describe how and by whom these will be used on your campus.)</p> <p>We will continue to purchase materials such as manipulatives, literacy materials, STAAR support, bilingual materials, etc. to bridge the gap for At Risk students.</p> <p>We will continue to provide during the day and after school intervention for all students working below the expected level.</p> <p>We will continue to set aside monies to supplement the district summer school program.</p>	3, 9	Administrators Instructional Leadership Tm Classroom Teachers ACE Coordinator	Running Records Fall and Mid Year Reading Levels Anecdotal Records Assessment Wall ARLA's District Benchmarks STAAR Data NRT Data TELPAS Data EOY District Assess. EOY DRA/EDL Data			
<p>Funding Sources: 211 - Title I, Part A - \$8,914.00</p>						

<p style="text-align: center;">Critical Success Factors CSF 6</p> <p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include:</p> <ul style="list-style-type: none"> * recruitment * training/support * recognition of volunteers/partnerships <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p> <p>We will work with the district level Community Relations Department to coordinate and implement the Tyco Mentorship Program.</p> <p>We will collaborate with the United Way liaison to plan, train, implement, and evaluate our literacy partnership.</p> <p>We will provide multiple opportunities for parents to attend hands-on trainings to register to be a cleared volunteer.</p> <p>We will offer volunteer opportunities that can be completed outside the school campus.</p> <p>We will recognize all of our mentors and volunteers at annual school sponsored luncheon.</p>	6	<p>Campus Administrators CIS Counselor ACE Coordinator Intervention Specialist</p>	<p>Running Records Fall and Mid Year Reading Levels Anecdotal Records Assessment Wall ARLA's District Benchmarks STAAR Data NRT Data TELPAS Data EOY District Assess. EOY DRA/EDL Data Campus Survey</p>			
<p style="text-align: center;">Critical Success Factors CSF 2 CSF 7</p> <p>13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to:</p> <ul style="list-style-type: none"> * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, 	4	<p>Campus Administrators Team Leaders iCoach Intervention Specialists</p>	<p>Running Records Fall and Mid Year Reading Levels Anecdotal Records Assessment Wall ARLA's District Benchmarks STAAR Data NRT Data TELPAS Data EOY District Assess. EOY DRA/EDL Data</p>			

<p>and/or math.</p> <ul style="list-style-type: none"> * DDI * Dual Language Programs * Problem-Based Learning * Co-Teach Training * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured followup. <p>(Using this list of activities, select those that will be implemented on your campus. Delete the other activities. Provide specific information about how you will structure staff development.)</p> <p>Spring Shadows will utilize faculty meetings, the professional block rotation, individual conference periods and non-contract time to assure professional conversations in each of the following areas:</p> <ul style="list-style-type: none"> * vertical alignment (one Wednesday a month vertical teams will meet) * instructional strategies to meet the needs of diverse student populations (professional block...occurs once ever seven days for grade level teams) * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy (faculty meetings and professional block) * STAAR testing and the state curriculum standards (TEKS) in the content areas of reading, math, writing, and science. 						
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<p style="text-align: center;">Critical Success Factors CSF 3 CSF 7</p> <p>14) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p> <p>All staff members will participate in training in the area of effective instruction with an emphasis on Rigor and Relevance. To sustain this new learning, we will dedicate one faculty meeting a month to strategies, reflections, and celebrations.</p> <p>Teachers will collaborate weekly to complete task analysis of student needs and grade level curriculum in order to design effective lessons for delivery in individual classrooms.</p>	4	<p>Campus Administrators Instruct. leadership Team</p>	<p>Teacher Appraisals Student Surveys Teacher Survey STAAR Data NRT DATA EOY District Assessment</p>			
<p style="text-align: center;">Critical Success Factors CSF 7</p> <p>15) Provide support for new teachers with ongoing mentoring and planning with certified staff.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p> <p>Spring Shadows will provide new teachers with an orientation meeting prior to the return of all staff members. This will include mentor introductions, nuts and bolts handbook training, a school tour and time to familiarize themselves with their rooms and resources. Each new teacher will be assigned a mentor from their grade level or content area. New teachers will meet one Wednesday a month with the instructional coach to provide support and preview upcoming events, paperwork, deadlines, etc.</p>	9	<p>Campus Administrators iCoach Team Leaders Mentor</p>	<p>SSE Faculty Snapshot Walk through's Team Minutes (Needs/Concerns) PDAL Observations Teacher Survey</p>			

<p style="text-align: center;">Critical Success Factors CSF 7</p> <p>16) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website (Complete this activity by describing how you will meet this expectation on your campus plan.) Campus leadership will attend the district job fair to recruit highly qualified staff. A team of staff members will be included on the interview team to ensure multiple perspectives. The webmasters will continue to develop our website so that highly qualified candidates can research what SSE has to offer.</p>	<p>5, 9</p>	<p>Administrator CIT Web masters</p>	<p>Faculty Snapshot Website Turnover Rate Job Fair sign in</p>			
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<p style="text-align: center;">Critical Success Factors CSF 5</p> <p>17) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p> <p>SSE will work with CIS & ACE this year to build a bridge between the school and our families.</p> <p>We will focus on the perceived barriers of our families and design the program around these needs.</p> <p>SSE will partner with the Children's Museum to provide three family fun nights based on the needs of our families.</p> <p>SSE will study the input provided on our campus surveys to design appropriate professional development for home/school relationships.</p> <p>SSE will utilize at least two faculty meetings to define parental involvement and problem-solve ways to increase participation from our community.</p>	6	<p>Campus Administrators CIS</p>	<p>2015 Parent Surveys Quarterly V-Soft Reports Flyers Agendas Sign-ins 2015 Parent Surveys 2014 and 2015 V-Soft Comparisons</p>			
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<p align="center">Critical Success Factors CSF 5</p> <p>18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings.</p> <p>This activity for PK and elementary schools only. Other campuses may delete.</p> <p>(Complete this activity by describing how you will increase parent involvement in the kindergarten transition process.)</p> <p>Continue with the annual Kindergarten Round-Up including meeting the teachers, previewing the curriculum and visiting the classrooms.</p> <p>Continue with annual daytime visit from feeder school Tiger Trail. Tour students through the building, meet key figures in the school, and enjoy a snack in the cafeteria.</p>	7	<p>Campus Administrators Kinder teachers</p>	Sign-in from both events			
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas:</p> <p>a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Differentiating Curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students.</p> <p>(Select at least one area of focus from the list and describe how you will implement this on your campus.) We will continue to provide professional development that focuses on differentiation strategies for ALL students.</p> <p>We will work with district personnel to provide ongoing training so that we can increase the number of staff members with their 30 hours.</p>	2, 10	<p>Campus Administrators Counselor Librarian</p>	<p>Staff Hours at end of 2014-2015 Lesson Plans STAAR Results for GT students Agendas and sign-ins Comparison of staff GT hours for previous and current year</p>			

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 6</p> <p>20) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p> <p>Continue to develop differentiated workstations that are open-ended to challenge our GT students.</p>		<p>Campus Administrators Counselor Librarian Team Leaders</p>	<p>STAAR Results for GT students Commended Scores</p>			
<p>21) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the districtwide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually gifted.</p> <p>(Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.)</p> <p>Complete this activity by describing how you will meet these expectations on your campus.</p> <p>Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.</p> <p>Complete GT screening and analyze for possible testing.</p>	<p style="text-align: center;">1</p>	<p>Administrators Counselor</p>	<p>Sign-in sheets</p>			

<p>22) COORDINATED SCHOOL HEALTH (CSH) and CIP -</p> <p>Steps to incorporate CSH -</p> <ol style="list-style-type: none"> 1. Review the School Health Index completed by the C-SHAC 2. Identify focus area(s) for campus 3. Choose focus area(s) to place in this area of Required Elements 4. Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: <ol style="list-style-type: none"> a. District Five Year Goal Campus Survey b. School Health Index c. SEL/40 Developmental Asset Survey <ul style="list-style-type: none"> *Submit articles in the school newsletter *Follow guidelines regarding meeting dates *Human Growth and Development (Gr. 4-5) *2nd Grade Nutrition Class/Cafeteria Tour *Dairy Farmer Visit *Fitness Gram *Purchase books on health for the library *Boot camp for staff *School Carnival *E-mails to staff about nutrition *Eyeglass party for students with glasses *Flu Shot Clinic for staff *Bimonthly Family Fun Nights *Music Programs *Thanksgiving Feast *No Place for Hate Week *Red Ribbon Week *Toro's Training Table *CPR, Stryker chair and asthma training *Counselor and CIS small groups to address 	6	<p>School Administrators Nurse CSH Team Health Fitness Teacher Music Teacher Cafeteria Manager CIS Counselor</p>	<p>Fitness Gram Database BMI Screening Referrals Vision Referrals Hearing Referrals Sign-ins Campus Survey</p>			
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<p>23) Review and revisit both the Home/School Compact and Parental Involvement Policy. *offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish. *share compact with parents and document.</p> <p>(This activity is completed in the first 9 weeks of school with a meeting held to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio.)</p> <p>This activity is completed in the first 9 weeks of school with a meeting held to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio.</p>	6	Principal AP CIT CIS Counselor	Final revised Parent Compact Final revised Parent Involvement Policy			
<p>24) Increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings. (The Title I annual meeting will be held during a Parent Coffee to which all parents will be invited. The above topics will be served.)</p> <p>The Title I annual meeting will be held during a Parent Coffee to which all parents will be invited. The above topics will be served.</p>	6	Administration Counselor CIS	Sign-in Sheets Parent Surveys			



= Accomplished



= No Progress



= Discontinue

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	<p>Professional Collaboration: Grade Level Teams - Grade level teams will meet twice weekly to study district expectations, assess student progress in relationship to the expectations, and design effective lessons and assessment according to student needs. Each grade level team will have an extra hour of extended planning every other week for one hour. Professional Learning Communities - Grade level teams will meet every week on Thursdays to participate in grade specific professional development and professional conversations. Vertical Teams - Multi-grade teams will meet once a month to study, reflect, collaborate and problem-solve needs for campus curricular programs. Work in cross grade level teams to analyze test questions from the released STAAR test. Once in the fall and once in the Spring- teams will work together to identify areas of focus accordingly to current needs assessments.</p>
1	1	2	<p>Language Arts: Maintain two full-time Instructional Specialists to work with both teachers and students. The specialists will consult, model and assist as needed with new or struggling teachers. In addition, the specialists will supplement classroom instruction for students working below grade level. Ensure small group instruction in the form of guided reading and/or literacy circles in all classrooms K-5. Dedicate 15 minutes, 3 days /week for an above level read aloud to develop comprehension & vocabulary. Purchase professional books to support language arts professional development. Purchase student literature manipulatives and support.</p>
1	2	1	<p>Maintain full-time Instructional Specialist to work with both teachers and students. The specialist will consult, model and assist as needed with new or struggling teachers. In addition, the specialist will supplement classroom instruction for students working below grade level. Ensure students collaborate with problem solving situations using district resources and materials in all classrooms K-5. Send staff members to the math curriculum roll-outs each 9 weeks. Provide support for Math in Focus implementation. Provide refresher training to classroom teachers for the implementation of Think through Math. Purchase professional books to support staff development in the area of math. Purchase student manipulatives and support materials to enhance student achievement in the area of mathematics. Enroll students not meeting expectations in 3-5th in afterschool University classes.</p>
1	3	1	<p>Ensure small group instruction in all classrooms K-5 to allow for concept refinement. Provide ongoing support for Stem Scopes curriculum. Integrate nonfiction science literature in the language arts block. Purchase professional books to support staff development in the area of science. Emphasize strategies that assist students in bridging hands-on science experiences and paper/pencil representations. Purchase student literature, manipulatives, and support materials to enhance student achievement in the area of Science, Math, Reading. Providing student intervention, there's parent knowledge of student curriculum and progress, such has progress and report cards, homework folders, paper,poster board, pencil, math, science, and reading manipulatives</p>

Goal	Objective	Strategy	Description
3	1	2	Continue to provide an After School Program to include academic assistance (tutoring and homework help) as well as enrichment activities such as team sports. University Classes will aim to target 3-5th grade in Reading and Math to accelerate learning and demonstrate growth. Adventure Classes aims to target 2-5th grade students with the opportunity to have enrichment like classes for exploring new possibilities. Hooves for Hearts will serve 50-60 students from 1st-5th that are based on teacher referrals targeting on social skills. This class is a horse riding enrichment class once a week for 2 hours.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Language Arts: Maintain two full-time Instructional Specialists to work with both teachers and students. The specialists will consult, model and assist as needed with new or struggling teachers. In addition, the specialists will supplement classroom instruction for students working below grade level. Ensure small group instruction in the form of guided reading and/or literacy circles in all classrooms K-5. Dedicate 15 minutes, 3 days /week for an above level read aloud to develop comprehension & vocabulary. Purchase professional books to support language arts professional development. Purchase student literature manipulatives and support.
1	2	1	Maintain full-time Instructional Specialist to work with both teachers and students. The specialist will consult, model and assist as needed with new or struggling teachers. In addition, the specialist will supplement classroom instruction for students working below grade level. Ensure students collaborate with problem solving situations using district resources and materials in all classrooms K-5. Send staff members to the math curriculum roll-outs each 9 weeks. Provide support for Math in Focus implementation. Provide refresher training to classroom teachers for the implementation of Think through Math. Purchase professional books to support staff development in the area of math. Purchase student manipulatives and support materials to enhance student achievement in the area of mathematics. Enroll students not meeting expectations in 3-5th in afterschool University classes.

Title I

Schoolwide Program Plan

Our overall school-wide Title I program plan will include providing our students with

Ten Schoolwide Components

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Katelyn Gentry	ELAR Interventionist	3-5th ELAR	6119
Noe Hernandez	Math Interventionist	3-5th Math	6119

Campus Improvement Team

Committee Role	Name	Position
Administrator	Rachel Martinez	Principal
Administrator	Cynthia Gardner	Assistant Principal
Business Representative		
Business Representative	Mr. Mrs.	Community Business Member
Classroom Teacher	Zulma Cadena	Instructional Specialist
Classroom Teacher	Elizabeth Gasca	1st Grade Teacher
Classroom Teacher	Ana Maria	3rd Grade Teacher
Classroom Teacher	Ashley Lopez-Davila	4th Grade Teacher
Classroom Teacher	Vivian Pachuca	Kindergarten Teacher
Classroom Teacher	Rocio Vazquez	SPED teacher
Classroom Teacher	Wendy Williamson	Art Teacher
Paraprofessional	Rachel Berryman	ADA
Paraprofessional	Summer Velez	Admin Assistant
Parent	Mrs. Therese	Parent

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Awards		\$0.00
Sub-Total					\$0.00
199 - General Fund: SCE (At-Risk)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	10	At-Risk	6399	\$7,930.00
Sub-Total					\$7,930.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Other Payroll- Intervention Specialist- Katelyn G.	6119	\$57,661.00
1	1	1	Other Reading Mat- Professional Books	6329	\$2,720.00
1	1	2	Student Literature manipulatives and Guided Reading Materials	6399	\$5,000.00
1	1	3	Other Reading Material- Purchase books	6329	\$8,500.00
1	1	3	Professional Development-Teachers and Administrators	6411	\$7,076.00
1	2	1	Other Payroll Payment- Noe H.	6119	\$62,437.00
1	2	1	Supply / Material	6399	\$5,000.00
1	3	1	Supply and Material	6399	\$5,000.00
1	4	1	Substitute Pay- Professional Development	6112	\$6,000.00
1	4	1	Supply and Material	6399	\$2,000.00
2	1	4	Family Evening Events	6499	\$2,737.00
3	1	1	Transportation and Field Study Fees	6494	\$4,500.00
3	1	2	Staff and Materials	6116	\$20,000.00
5	1	4	Software	6397	\$5,805.00
5	1	4	Tech-Hardware	6398	\$7,000.00
5	1	11	Supply and Material	6399	\$8,914.00

					Sub-Total	\$210,350.00
865 - Student Activity Fund						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
3	1	4	Transportation			\$0.00
					Sub-Total	\$0.00
					Grand Total	\$218,280.00